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ABSTRACT

This book examines the personal, moral, cultural, and political dimensions of teaching in the context of rapid and far-reaching change within teachers' work and in the world beyond it. The chapters in Part One examine the powerful forces for change in society and how those forces are exerting pressure on existing institutions. Issues such as the growing decentralization of systems and the emphasis on self-definition and self-actualization are discussed, as are their effects on schools and teaching. Parts Two and Three discuss the questions of guilt, collegiality, work intensification, and the "Balkanization" of school faculties. These discussions are based on interview studies of teachers that indicate the influence of these social, political, and economic conditions on their work. The case is presented that teaching must be restructured. This process has many components: curriculum and instruction redesigned to promote higher-order thinking skills; the decentralization of authority and decision-making to site level; more diverse and differentiated roles for teachers; and broadened systems of accountability. Chapters contain references. (JLS)

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